Idaho Technology Pilot Grant

Legislative Report Template

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Purpose of Legislative Report

Because the intent of these legislative funds is to promote a scalable and sustainable model of technology learning initiative in Idaho, awardees will be required to submit periodic evaluation updates and yearly reports to the State Department of Education and the Idaho Legislature. It is expected that grantees will be available for scheduled site visits throughout the project from educational stakeholders.

Furthermore, in an effort to provide a display of best practices of technology integration processes, pedagogy, professional development and leadership, awardees will be required to provide a final dissemination report and video. Specific details regarding the requirements and length will be provided to awardees as the pilot grant project moves forward into Fiscal Year 2014. Reports will be submitted by grantees January 2014, June 2014, and December 2014.

Examples of Measurements

Examples of measurements for grantees to accumulate and report on include, but are not limited to the following:

- Student and teacher attendance
- Teacher attitude and retention
- Teacher evaluations
- Student discipline
- Student graduation/dropout rates
- Student participation
- Student surveys, measuring what students think and believe
- Fiscal and academic measurements of paperless environments)
- Efficiencies documented throughout the project
- Project cost over time
- Recurring school and classroom trend
- Student achievement in reading, science, and math
- Advanced learning opportunities for all students)

Topics to be Included Within Legislative Report

Within the subheadings below, please provide information, feedback, and data (where possible) on the following items:

1. Retrospective summary since grant was awarded
2. Initial obstacles to overcome
3. Baseline student achievement data, as per project proposal
4. Other baseline quantitative data collected
5. Professional development/teacher discourse
6. Device rollout
7. Student discipline/digital citizenship
8. Fiscal savings/budget update
9. Next steps/project revisions

Retrospective Summary

Grant Goal	Retrospective Summary
1. Expand the Career Information System (CIS) implementation	MHS has aligned it's advisory program to utilize CIS as a resource available to teachers and students; however, in developing the MHS student portfolio (grant goal #4) many o the CIS student requirements have been transitioned from MHS' main advisory curriculum to be used as a supplementary advisory curriculum that helps facilitate the creation of the student's four-year portfolio.
2. Allow the maximized use of our collaborative learning management system (LMS), My Big Campus (MBC)	MHS has seen an increased use in My Big Campus in a variety of ways. It has been utilized to provide information and resources to a students. It's also been used as a way to facilitate discussions and schoolwork assignments. The IT Help Desk students were able to complete a Google Ninja curriculum (via MBC) that was facilitate by certified instructors as well as the Technology Department. This provided the IT Help Desk students with multiple instructors, the flexibility to work at their own pace, and receive individualized assistance.
3. Promote communication, collaboration, cloud storage, and improved efficiencies through the integration of Google Apps for Education (GAFE)	MHS at the onset of the school year immediately transitioned to Google. Students received training during laptop deployment sessions and greatly utilize it's cloud based storage. Prior to this initiative, 51% of students surveyed reported never having used GAFE.
4. Foster critical thinking, creativity, and a positive digital footprint through the creation of a four-year website portfolio articulating the student's academic growth.	MHS has used building-level leadership to facilitate and create the student portfolio requirements/rubrics. The student portfolio has been presented to all staff and students. Prior to this initiative, 73% of students surveyed stated they had never created a website before. During Spring 2014, all MHS students created Google Sites to utilize as their student portfolios. The graduating Class of 2014 was able to utilize their portfolios/presentations to fulfill the State's senior project requirement.

Initial Obstacles to Overcome

Budget

The second obstacle we had to overcome was funding repair costs, staffing, and supplies needed to collect the laptops at the end of the school year. From Jan 1 to May 15, we expended $2,396 on laptop repairs and $952.94 on supplies (totes to put laptops in). The repair costs ranged from broken screens to liquid spills. With our 1:1 policy, we determined if the fault of these damages were accidental or careless by the student. At year end we collected $1,934 for repair costs from students using the laptops carelessly. The net costs for repairs for year 1 was $631 ($2,565 - $1,934). The low cost of repairs was due to having a strong student policy and having a one year manufacturing warranty. In year 2, we anticipate the repair costs to go up only due to standard repairs.

Staffing that contributed to year 1 was an in-kind contribution by the district at a total cost of $57,296.65. The 1:1 Advisor was implemented to drive policy, IT Help Desk procedures, and needed disciplinary responsibilities. The district reassigned this certified person at a .49 FTE along with hiring an IT Help Desk Manager (1.0 FTE) to manage the student driven help desk for student laptop needs.

Device

Collection of the laptops for Summer 2014 occurred on May 15. It was challenging to find the time needed collect nearly 1,120 devices. We utilized a 25 minute advisory period to collect them after the last final exam. Advisory teachers were provided a set of instructions along with video tutorials regarding how to account for and secure the laptops.   The technology department was available in designated halls to answer any questions and assist with the process.   We had a 100% turn in rate during that advisory period.

During the second semester of the school year, we encountered issues with the left hinge of some of the Lenovo x131e student laptops. The left hinge would separate from 1/32 to 1/8 of an inch. Some of the separation issues can be contributed to heavy student use, but after further investigation the issue has resulted from the lack of manufacture quality control. We surveyed other local school districts with this same device and they are having the same issue. We are diligently working with Lenovo to help remedy these hinges.

Teachers

In the spring, the focus of professional development integrated Google Sites and the student portfolio. The advisory class was used as a catalyst and a support for the student's four-year portfolios. In the latter part of the fall term, the portfolio description and rubric were finalized. Professional development was provided to staff during the months of February and March. Part of that professional development included the opportunity to take an in-district course titled "Google Sites as Portfolios". Teacher participants were able to develop professional portfolios that included teaching artifacts and reflections, mirroring that of the student portfolios.

Staff was surveyed prior to the end of the school year about interest in summer professional

development opportunities, and there was enough interest to provide another in-district offering titled "PersonalizED TECHnology Integration Exploratory" where each teacher created a five week technology integration learning plan to fulfill during the summer.   The course has been successful, providing support for each teacher's individual technology integration goals within their classroom. Teachers requested that the course be offered again so they could extend their learning plans and continue work.

Students

Student obstacles shifted from device usage questions to technology integration questions. Student initially had trouble learning all the correct ways to sign in and utilize their accounts. In the Spring, due to more technology being utilized in classes, students were forced to learn how to utilize Google Sites and how to create content while maintaining a positive digital footprint.

Finally, a few challenges for students was to establish a routine where they would charge their laptops every evening. A majority of the IT Assist tickets (see Chart 5) submitted by students are battery related, and most of those are a result of a battery that was not fully charged at the start of the school day. In order to combat this we have helped educate students by monitoring habitual battery offenses and offering assistance. During the spring we have seen a decline in the average amount of batteries requested per day. During the fall, we had an average of 17 battery requests per day, compared the spring term where there was an average of 13 battery requests per day. While the amount of IT Assist tickets for batteries increased during the spring term, that was due to the increased number of days in the spring (52 in the fall--after deployment--and 93 in the spring).

There was a student increase in check in/check out laptops due to policy/handbook and digital citizenship violations (see Chart 7).

Parents

Initial parental concerns revolved around the monitoring and data tracking of students, as well as, student access to inappropriate, non-education related sites. The majority of parents allow their child to take the school device home (see Chart 3).   We continued during the Spring semester to answer parent questions and update the program website. Parents were informed when laptop collection for the end of the year would take place and all stakeholders were well prepared.

Parents were apprehensive about the responsibility a 1:1 program places on their children. However, we offer the device at no charge to students/parents. Students also check out a laptop sleeve that helps protect their laptop. Students are educated with digital citizenship lessons to assist in preventing a negative digital footprint. Parent concerns have subsided due to students embracing the responsibility.

Baseline Student Achievement Data

Table 1

SAT - Spring 2013*	Idaho Mean	Junior Scores (208)	Senior Scores (13)
Reading Mean	**454**	431	545
Math Mean	**459**	416	509
Writing Mean	**6.6**	6.3	6.8
Writing	**45.5**	42.6	52.0

* Data for the Spring 2014 SAT will be reflected in the December 2014 report.

Table 2

PSAT - Fall 2013*	Idaho Mean Sophomore	Sophomore Scores (277)	Idaho Mean Juniors	Junior Scores (69)
Reading Mean	**47.1**	40.7	**48.4**	47.8
Math Mean	**47.2**	40.4	**48.4**	47.0
Writing Mean	**45.8**	38.9	**47.0**	46.2

* Data for the Fall 2014 PSAT will be reflected in the December 2014 report.

Chart 1
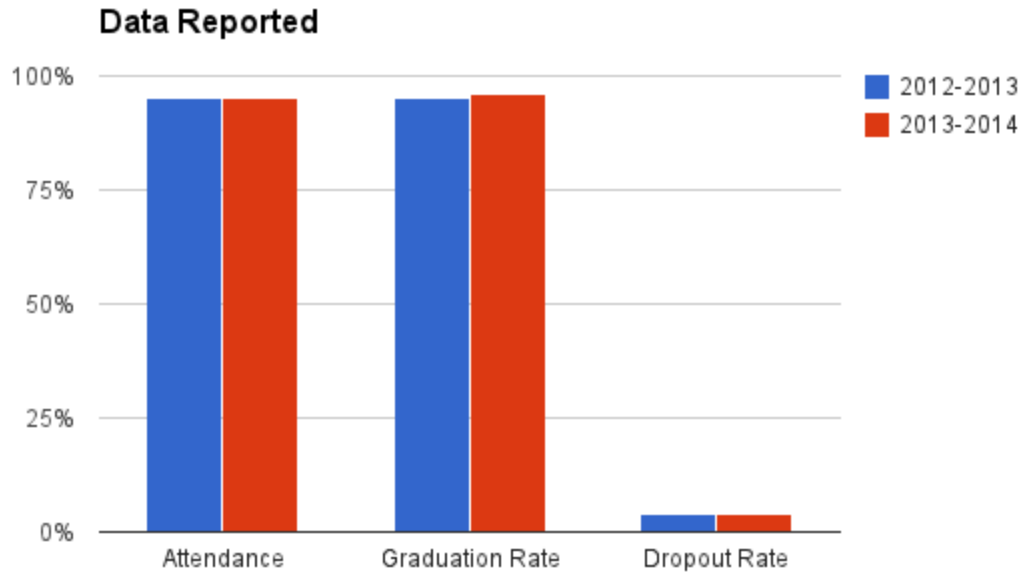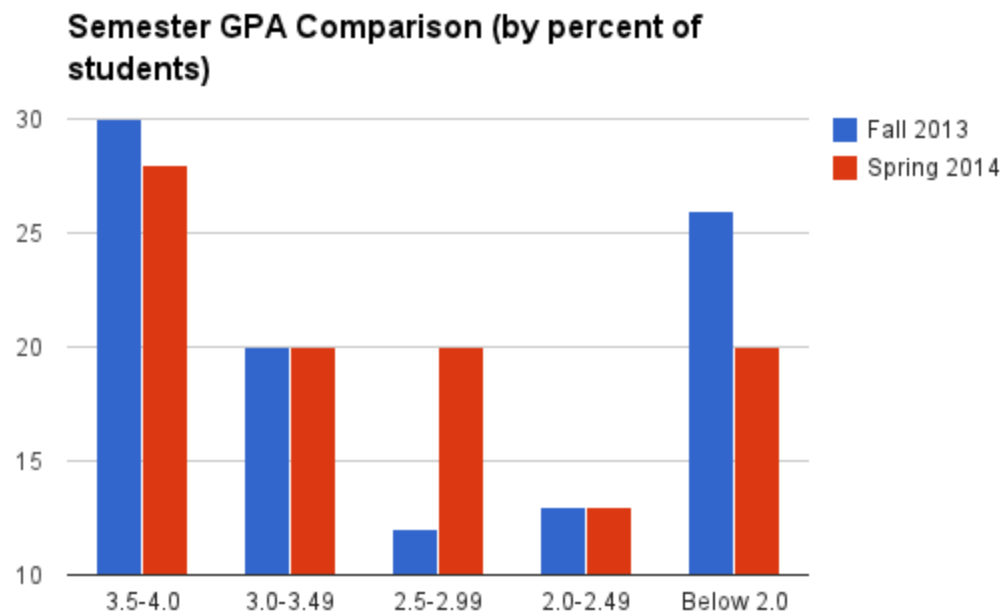
Data Reported

Bar chart comparing 2012-2013 (blue) and 2013-2014 (red) for Attendance, Graduation Rate, and Dropout Rate.

Chart 2

Semester GPA Comparison (by percent of students)

Bar chart comparing Fall 2013 (blue) and Spring 2014 (red) across GPA ranges: 3.5-4.0, 3.0-3.49, 2.5-2.99, 2.0-2.49, Below 2.0.

Other Baseline Quantitative Data

Chart 3

Student Participation Choices (by percentage)

Chart 4

Repairs

Chart 5

IT Assist Ticket Issue Categories

Chart 6

Parent and Student Skyward Logins

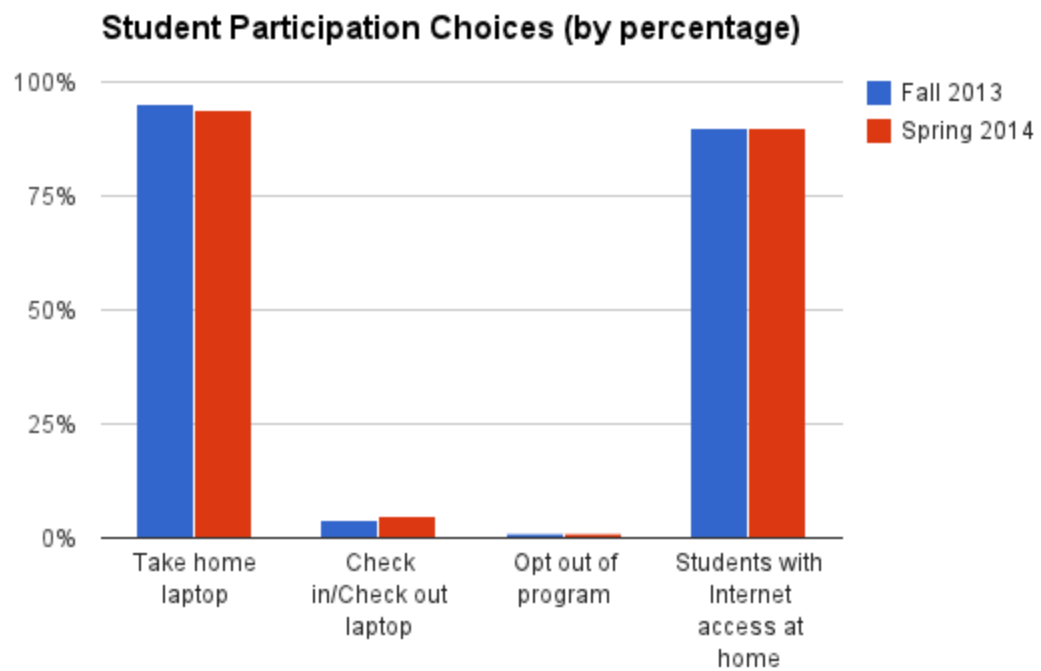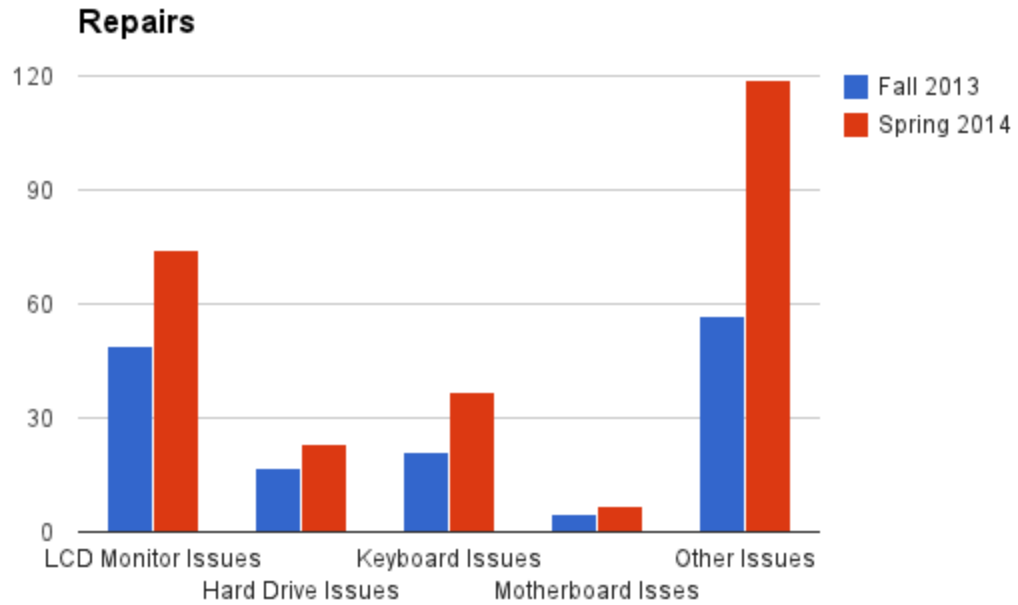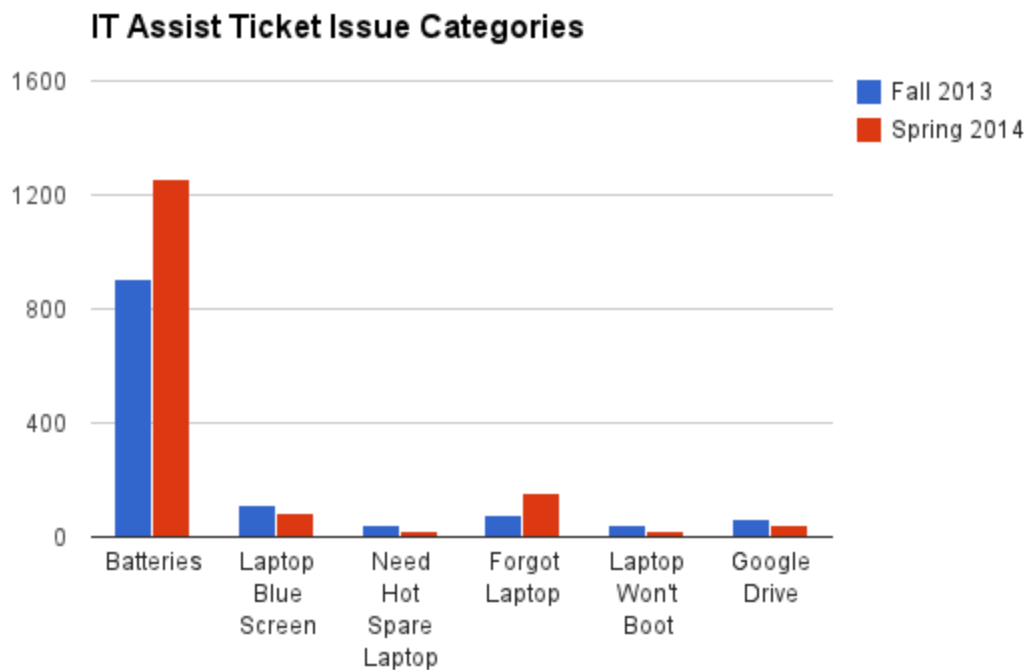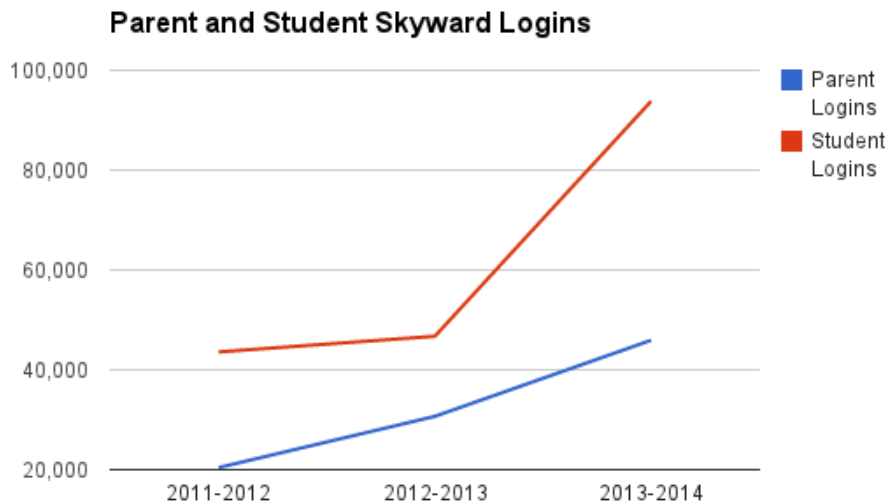## Professional Development/Teacher Discourse

Professional development has been and continues to be a vital component to the success of technology integration within the Middleton School District. The District's Technology Integration Specialists plan and implement opportunities for staff to enhance technology integration to enhance student learning.

Professional development, both formal and informal have taken place throughout the process of the laptop integration. The formal professional development opportunity during the spring term was titled "Google Sites as Portfolios". Teacher participants were able to develop professional portfolios that included teaching artifacts and reflections, mirroring that of the student portfolios. This assisted them in understanding the technical aspects of creating and updating a Google Site as well as provided them an opportunity to learn more about the student portfolios, classroom portfolio use, and the value of a professional portfolio.

Staff was surveyed prior to the end of the school year about interest in summer professional development opportunities, and there was enough interest to provide another in-district offering titled "PersonalizED TECHnology Integration Exploratory" where each teacher created a five week technology integration learning plan to fulfill during the summer. The course has been successful, providing support for each teacher's individual technology integration goals within their classroom. Teachers requested that the course be offered again so they could extend their learning plans and continue work.

Listed below are the formal opportunities that were offered to staff:

July 18, 19--District-wide Google Bootcamp Basics
August 16, 19--District-wide Google Bootcamp Basics
August-December--Transitioning to Google Apps: Classroom Integration Strategies
August-December--My Big Campus in the Classroom
October 3--Tech-Tober Fest
January-March--Google Sites as Portfolios
February-March--½ day professional for staff focused on student portfolios
May-June--Round 1: PersonalizED TECHnology Exploratory
June-July--Round 2: PersonalizED TECHnology Exploratory

Device Rollout

Table 3

Date	Description
July 2013	July 1--Grant award notification July 18, 19--District-wide Google training
August 2013	August 1--1:1 Advisor in place August 2--Submitted article to Gazette to invite parents/students to high school open house August 7--Laptops shipped from Lenovo August 8--1:1 policies in place August 15--MHS open house August 16, 19--District-wide Google Training August 28--Laptop arrival August 28--Department Head meeting to work on student portfolio requirements August 29--1:1 Parent Night
September 2013	September 3--Help Desk Manager hired September 3--Department Head meeting to work on student portfolio requirements September 6--Meeting with IT Help Desk students September 7-8--Prepped, labeled, and imaged 10th - 12th grade laptops September 9--1:1 Interview with Idaho Educational News September 10 - Spanish Parent Night September 19-20--Senior Laptop Deployment September 23-24--Junior Laptop Deployment

	September 25--Department Head meeting to continue work on student portfolios
	September 26-27--Sophomore Laptop Deployment
	September 28--Prepped, labeled, and imaged Freshmen laptops
	September 30-October 1--Freshmen Laptop Deployment
October 2013	October 3--District-wide Tech-Tober Fest
	October 7--Department Head meeting to continue work on student portfolios
	October 7--Make-up Laptop Deployment
	October 9--IT Assist available to students
	October 17--iPad Deployment meeting to Special Ed staff
	October 29--Department Head meeting to finalize student portfolio
	October 30--iPad Deployment
	October 30--Inter-District Google Collaboration (Boise, Weiser, Kuna, Middleton)
November 2013	November 7--Counselor's meeting to review student portfolio
	November 18-19--Students receive information regarding student portfolio
December 2013	December 20--Teachers submit approved learning artifacts for student portfolio
January 2014	January 2014--Seniors clone student portfolio website template
February-March 2014	Juniors-Freshman clone student portfolio website template
	All teacher receive student portfolio professional development
April 2014	April 9, 16--Class of 2014 student portfolios evaluated
May 2014	May 1--Senior portfolio presentations
	May 1--Department head meeting to reflect on and made adjustments to the student portfolio for the 2014-2015 school year
	May 15--Laptop collection from all student during advisory class

Student Discipline/Digital Citizenship

Chart 7

Discipline Issues
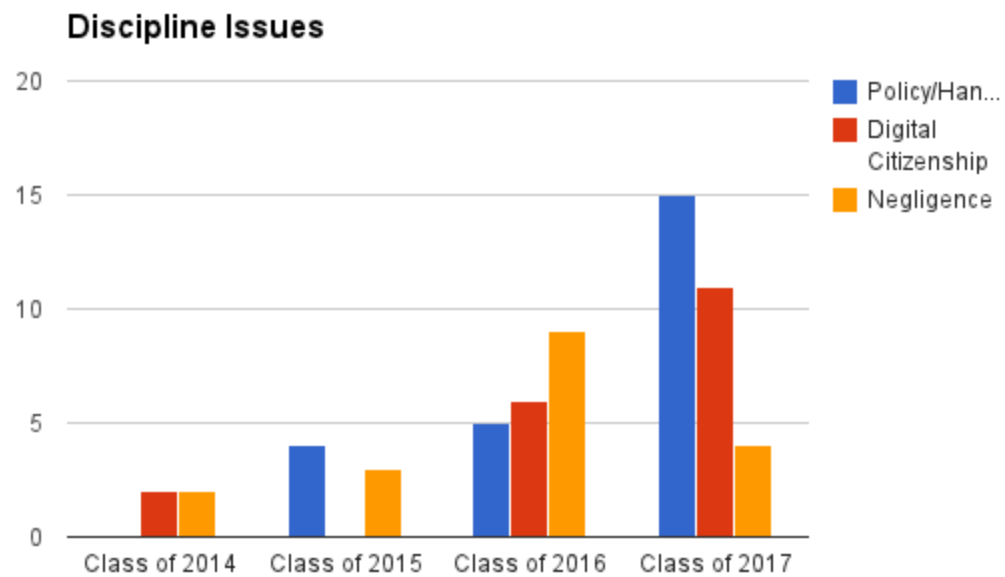
Middleton High School is using the Common Sense Media digital citizenship curriculum for all students that is implemented in Advisory classes. During the course of four years, students will be exposed to 20 different lessons that focus on various aspects of digital citizenship.

As the year progressed we noticed that the Class of 2016 and the Class of 2017 had the higher rates of policy/handbook and digital citizenship violations (see Chart 7). With that information we are working to increase the amount of education and preparation for those student age groups.

Fiscal Savings/Budget Update

Table 4

Date of Purchase	Item	Purpose	Amount
7/11/2013	Lenovo Thinkpad x131e laptops	Purchased to prep for 1:1 laptops	$1,142.04
8/6/2013	945 - Lenovo x131e Laptops	Ordered first set of laptops	$448,875.00
8/16/2013	Additional wireless access points	Purchased to increase wireless coverage for 1:1 laptops	$8,902.00
8/27/2013	175 - Lenovo x131e Laptops	Ordered second set of laptops	$83,125.00

8/27/2013	1100 - Protective laptop sleeves	Used to help protect and identify MSD owned student laptops	$7,579.00
8/28/2013	Lightspeed Web Filtering	Web filtering licenses (1,100) for MHS students	$3,300.00
9/3/2013	iPads and supplies for Special Ed students	Ordered the iPad's and supplies for Special Ed students	$17,768.23
9/12/2013	Domain name / SSL certificate purchases	Purchased domain names for vikings134.org and mhs1-1.com	$84.50
9/19/2013	Additional batteries and battery chargers for laptops	Needed for hot spares and charging the hot spares	$8,549.99
11/27/2013	Gaggle Filtering for Google Apps	Purchased 1,100 licenses to filter content of Google Apps student accounts	$1,237.00
9/6/13 - 10/15/13	Food/Drink costs	Food/Drink costs to feed staff that prepared laptops	$460.41
9/6/13 - 10/15/13	Supplies costs	Supplies costs for preparation of laptops	$988.01
		Total Costs for 1:1 Initiative from 7/1/13 to 12/31/13	**$582,011.18**
1/17/2014	Repair cost	Accidental Warranty for Lenovo x131e Laptop	$169.00
2/14/2014	Repair cost	Accidental Warranty for x131e Laptops (1:1)	$1,183.00
3/21/2014	Repair cost	Accidental Warranty for x131e Laptops (1:1)	$507.00
3/21/2014	Repair cost	Accidental Warranty for x131e Laptops (1:1)	$338.00
3/21/2014	Repair cost	Accidental Warranty for x131e Laptops (1:1)	$199.00
4/18/2014	Supplies costs	MHS 1:1 Laptop totes for student laptop end of year collection	$952.94
		Total Costs for 1:1 Initiative from 1/1/14 to 5/15/14	**$3,348.94**

5/15/14	1:1 Advisor cost	MHS 1:1 Advisor salary and benefits (.49 FTE)	$25,996.65
5/15/14	1:1 IT Help Desk Manager	MHS 1:1 IT Help Desk Manager salary and benefits (1.0 FTE)	$31,300.00
		Total Costs for 1:1 Initiative staffing	**$57,296.65**
		Total Costs for 1:1 Initiative for Year 1	**$642,656.77**

Next Steps/Project Revisions

Table 5

Date	Description
Summer 2014	● Leadership Team assesses **Go One-Go On** goals/objectives ● Summer re-imaging ● Re-visit policies/procedures
Fall 2014	● Freshmen deployment ● Sophomore-Senior re-deployment ● Additional professional development (4Cs, digital citizenship, assessment, instructional strategies, and classroom management/workflow) ● Teachers develop technology integration PD goals